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ABSTRACT

Teaching and enrichment activities for use in the career education instruction of Indian students are presented in this teacher's manual to the Career Cluster Activity Book. Fifteen cluster areas of career education are identified, an example of one career in each cluster is illustrated, and learner objectives for each profession are listed to help in the identification of such aspects as the skills required, equipment used, training needed, duties performed, and the value of the work as related to Indian people. The primary purpose of the activity book is to provide illustrations that will create in the Indian student an awareness, understanding and motivation to become involved in work, both on and off the reservation. Through the use of the materials the teacher can provide learning experiences that would encourage the students' positive attitudes toward themselves, the world of work, and others. Materials should assist the students in making decisions about their future careers and in acquiring a sense of hope as they think about the future. Although directed toward the Indian student, the book can also be used by students of other ethnic backgrounds to gain an awareness of career clusters and occupations. The book also demonstrates that American Indians can and do work in the occupations illustrated. (Author/DS)

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CAREER CLUSTER ACTIVITY BOOK

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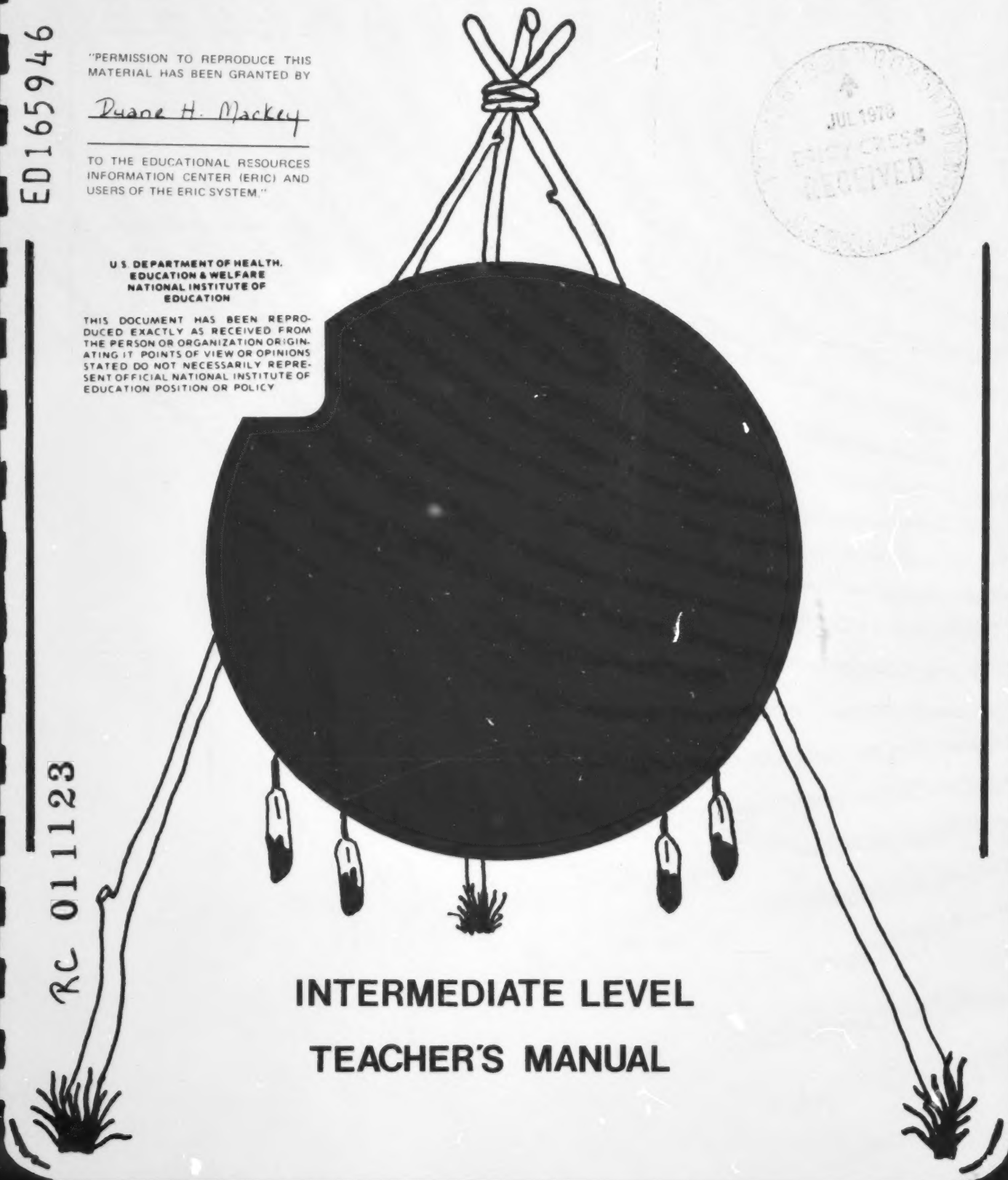

INTERMEDIATE LEVEL

TEACHER'S MANUAL

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CAREER CLUSTER ACTIVITY BOOK

Intermediate Level

LEARN ABOUT THE FIFTEEN CAREER CLUSTERS

AND

COLOR THE PICTURES

TEACHER'S MANUAL

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Career Education Demonstration Project
For
American Indian Children

Curriculum/Personnel Resource Center
For
Indian Education

School of Education
The University of South Dakota
Vermillion, South Dakota

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INTRODUCTION

The material represents the (15) Cluster areas of career education. One example of each cluster area is illustrated for the student. The primary purpose of the content is to provide illustrations that will create an awreness, understanding and motivitation for Indian students to become involved in work, both on and off the reservation. Through the use of these materials, the teacher can provide learning experiences that would encourage the Indian students' positive attitudes toward themselves, the world of work, and others. The illustrations and accompanying activities are designed to assist students, making decisions about their future careers. Further, it is anticipated that Indian students would acquire a sense of hope as they think about their future.

The book can be used by all students, of various ethnic backgrounds, to gain an awareness of career clusters, and occupations. Further, students will know that American Indians can and do, work in the occupations illustrated.

CONTENT

The content of these career education materials was designed to meet the needs of the elementary teacher who has multi-level ability groups in the classroom. The activities are flexible enough to adapt to most areas of curriculum content. The materials consist of two books: 1) the student's book and, 2) the teacher's guide.

The STUDENT'S BOOK contains the following learning activities:

1) A list of the (15) career clusters and one example of each.

2) (15) pages illustrated careers.

3) Discussion questions on each illustrated page.

The TEACHER'S GUIDE contains the following information:

1) Introduction to the materials.

2) A list of the (15) career clusters and one example of each.

3) (15) pages of illustrated careers.

4) A section for each illustration that includes (6) teaching objectives for each of the (15) career clusters.

5) Suggested teaching activities related to each career cluster.

The following is a listing of the (15) career clusters and one example of each:

Cluster: Health
Career: Ambulance Attendant

Cluster: Personal Service
Career: Beauty Operator

Cluster: Manufacturing
Career: Blacksmith

Cluster: Environment
Career: Botanist

Cluster: Agri-Business and Natural Resources
Career: Cattle Rancher

Cluster: Consumer and Homemaking
Career: Clothes Designer

Cluster: Marketing and Distribution
Career: Grocery Checker

Cluster: Construction
Career: Heavy Equipment Operator

Cluster: Business and Office Occupations
Career: Hospital Administrator

Cluster: Hospitality and Recreation
Career: Hunting and Fishing Guide

Cluster: Marine Science
Career: Oceanographer

Cluster: Fine Arts and Humanities
Career: Photographer

Cluster: Public Services
Career: Police Officer

Cluster: Communications and Media
Career: Sign Painter

Cluster: Transportation
Career: Truck Driver

SUGGESTED TEACHING ACTIVITIES

A suggested format for teaching the career cluster is as follows:

I. Introduce the cluster name. Relate to the students that there are a total of (15) career clusters, and different jobs fall into categories or groups of similar work responsibilities.

II. Introduce the example of a career in the cluster. Tell how the career is related to the cluster name. Show the picture of the career to the students. Point out both the cluster and career names.

III. These materials and activities can be used to supplement regular curriculum instruction. After the student has been introduced to the career cluster and career name, resources for research can be suggested. References available in the classroom and school library are adequate. A **Dictionary of Occupational Titles** is a prime source for information. Students can be asked to find information relating to assigned career clusters.

IV. Refer to the learner objectives and plan class discussion accordingly. The objectives will serve as criteria for expected learner outcomes.

V. Use the suggested set of discussion questions as a guide in work with students. The questions may be used with a small group of students or individually. The questions are worded so that any to them can be modified or rephrased to fit your situation. Some or all of the questions can be used for discussion, written essay questions, or short reports for class discussion. These questions appear on the following page.

VI. All of the career illustrations are produced in black and white. The pictures can be colored by students as a follow-up activity. The mediums for coloring may be any of the following or whatever is available:

a. watercolor
b. colored pencils
c. crayons
d. felt tip markers
e. pastels
f. oil crayons
g. tempera paints

ENRICHMENT ACTIVITIES

1. The careers and the cluster names can be used for spelling activities.

2. Students can make written or oral reports.

3. Groups of students can be assigned a career cluster for reports, discussions, or panel presentations.

4. Students can research current newspaper want ad sections for information relating to careers.

5. Speakers, representing one or more of the careers, can be invited to speak to the students.

Discussion Questions

1. Look at the picture and tell me/us what you think the person is doing. (if child describes the picture, question until desired responses are received).

2. What is the name of a person who does this type of work? (Discuss other names which may also apply).

3. Do you know anyone who is a _____?

4. Do you think a _____ might be found nearby where you/we live?

5. What do you think a person who does this kind of work needs to know?

6. What type of an education would a _____ need?

7. What are some of the duties of a _____?

8. What equipment does a _____ work with?

9. Tell me/us how you think a good _____ would function, as behavior or work habits.

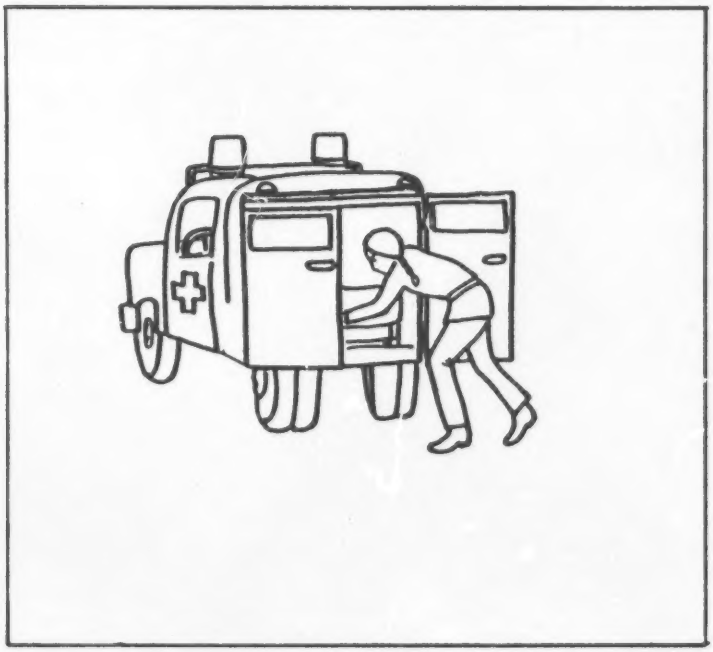
10. Do you think you would like to be a _____? Why or why not?

THE 15 CAREER CLUSTERS ILLUSTRATED

Student Pages and Objectives

CLUSTER: HEALTH

CAREER: AMBULANCE ATTENDANT



Learner Objectives:

The learner will be able to understand the importance of medical transportation in saving the lives of people.

The learner will know the skills required in the work of an ambulance attendant.

The learner will become familiar with the basic functional equipment used by the ambulance attendant.

The learner will be able to associate the work of the ambulance attendant to the PHS hospital.

The learner will be able to discuss the role of the ambulance attendant.

The learner will understand the training required for the work of an ambulance attendant.

CLUSTER: PERSONAL SERVICE

CAREER: BEAUTY OPERATOR

Learner Objectives:

The student will understand the opportunities for Indian women and men in the beautician profession.

The student will know the training required for a career as a beautician.

The student will have some knowledge of basic equipment and materials used by the beauty operator.

The student will become familiar with the duties of a beautician.

The student will be able to discuss job opportunities available in the beautician profession.

The student will be able to name at least five qualities of a competent beauty operator.

CLUSTER: MANUFACTURING

CAREER: BLACKSMITH

Learner Objectives:

The learner will know the duties of the blacksmith.

The learner will understand the historical nature of a blacksmith's job.

The learner will be familiar with the training and experience necessary for the work of a blacksmith.

The learner will know the skills required in the work of a blacksmith.

The learner will be able to relate the work of the blacksmith to the rural environment on the reservation.

The learner will know the tools that are used by the blacksmith.

CLUSTER: ENVIRONMENT

CAREER: BOTANIST

Learner Objectives:

The learner will understant the duties of a botanist.

The learner will know the value of a botanist's work as related to Indian people.

The learner will become aware of the skills required in the work of a botanist.

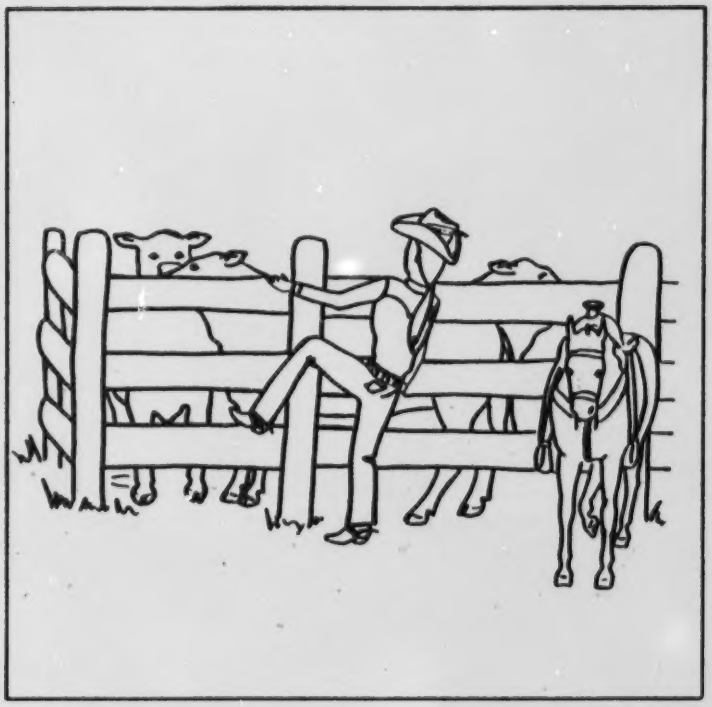
The learner will know the training required for work as a botanist.

The learner will be able to name two qualities which make a successful botanist.

The learner will be able to understand the relationship of botany to agricultural progress of Indian people.

CLUSTER: AGRI-BUSINESS AND NATURAL RESOURCES

CAREER: CATTLE RANCHER



Learner Objectives:

The learners will understand that Indian people can utilize their land for profit.

The learners will distinguish cattle ranching from other forms of ranching.

The learner will be able to discuss the role of the cattle rancher.

The learner will know the functional tools used by the cattle rancher.

The learner will be able to name five qualities of a successful cattle rancher.

The learner will understand the skills necessary for a successful ranching operation.

CLUSTER: CONSUMER AND HOMEMAKING

CAREER: CLOTHES DESIGNER

Learner Objectives:

The learner will understand the skills involved in the work of a clothes designer.

The learner will know the cultural value of designing clothes for Indian people.

The learner will understand the duties involved in work of a clothes designer.

The learner will know the channels of manufacturing a single product.

The learner understands the creative aspects of clothes design.

The learner will gain an understanding of opportunities available in the area of clothes design.

CLUSTER: MARKETING AND DISTRIBUTION

CAREER: GROCERY CHECKER

Learner Objectives:

The student will know of the communication skills required in the work of a grocery checker.

The student will understand the role of small businesses in the Indian community.

The student will understand the duties of a grocery checker.

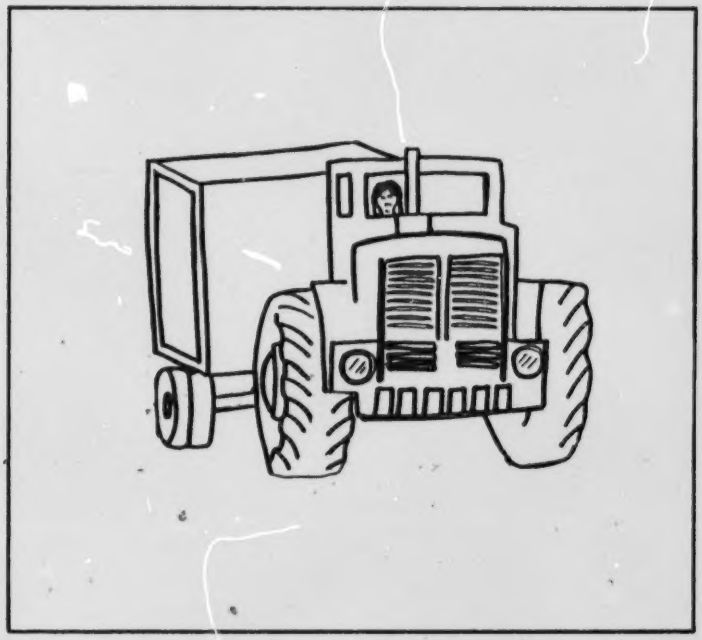
The student will be familiar with qualifications required for a checker's job.

The student will be able to discuss the job opportunities available in small businesses.

The student will be familiar with the mathematical skills involved in a checker's work.

CLUSTER: CONSTRUCTION

CAREER: HEAVY EQUIPMENT OPERATOR



Learner Objectives:

The learner will understand the duties of the heavy equipment operator.

The learner will know the skills required in the work of a heavy equipment operator.

The learner will know the training required for the work of a heavy equipment operator.

The learner will understand the impact of construction on the lives of Indian people.

The learner will know the working hours of a construction worker.

The learner will have some knowledge of the wide range of job opportunities available in construction work.

CLUSTER: BUSINESS AND OFFICE OCCUPATIONS

CAREER: HOSPITAL ADMINISTRATOR

Learner Objectives:

The learner will understand the role of the hospital administrator.

The learner will become aware of the training required for such a position.

The learner will know with whom the hospital administrator works.

The learner will know the skills involved in the work of a hospital administrator.

The learner will understand the contributions, of the hospital administrator to health and medical treatment of Indian people.

Students will understand the structure of hospital administration.

CLUSTER: HOSPITALITY AND RECREATION

CAREER: HUNTING AND FISHING GUIDE

Learner Objectives:

The learner will know the training required for work as a hunting and fishing guide.

The learner will be familiar with the duties of a hunting and fishing guide.

The learner will have some knowledge of a guide's work as related to rural living.

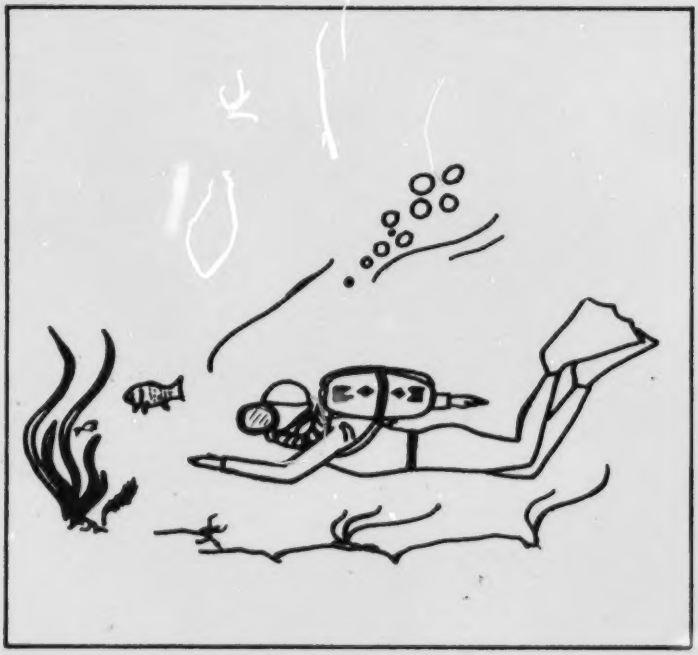
The learner will know the skills necessary in the work of a guide.

The learner will be able to name at least (5) qualities of a successful hunting and fishing guide.

The learner will know the basic functional equipment used by a hunting and fishing guide.

CLUSTER: MARINE SCIENCE

CAREER: OCEANOGRAPHER



Learner Objectives:

The learner will know the duties of the oceanographer.

The learner will be aware of a job that is atypical of any jobs available on most reservations.

The learner will be aware of job opportunities available in the field of oceanography.

The learner will know the training required for the work of an oceanographer.

The learner will be familiar with some of the hazards involved with oceanography.

The learner will know the proper geographic setting required for the work of an oceanographer.

CLUSTER: FINE ARTS AND HUMANITIES

CAREER: PHOTOGRAPHER

Learner Objectives:

The learner will know basic skills required in the work of a photographer.

The learner will understand the wide range of opportunities available in the field of photography.

The learner will understand the importance of photography in the cultural environment of Indian people.

The learner will understand the purpose of photography in industry.

The learner will be able to discuss the role of the photographer.

The learner will become familiar with the basic photography equipment.

CLUSTER: PUBLIC SERVICES

CAREER: POLICE OFFICER

Learner Objectives:

The student will understand the role of the police officer in the Indian community.

The student will be familiar with the training and experience required in the work of a police officer.

The student will understand the value of having Indian police officers in the Indian Community.

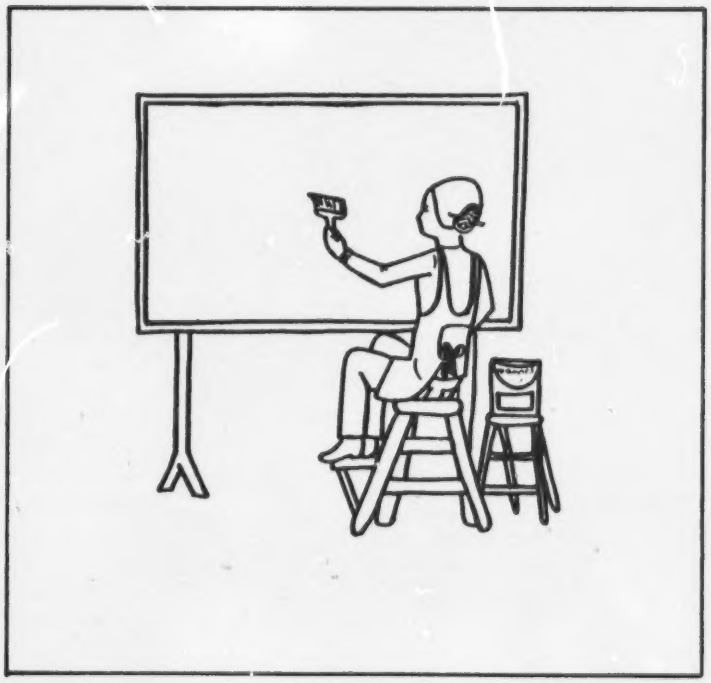
The student will know the flexible working schedule of a police officer.

The student will know that both men and women participate in police work.

The student will be able to name at least (5) duties of the police officer.

CLUSTER: COMMUNICATIONS AND MEDIA

CAREER: SIGN PAINTER



Learner Objectives:

The learner will know the training required for a sign painter.

The learner will understand that painting signs is a form of communication.

The learner will know the skills involved in painting signs.

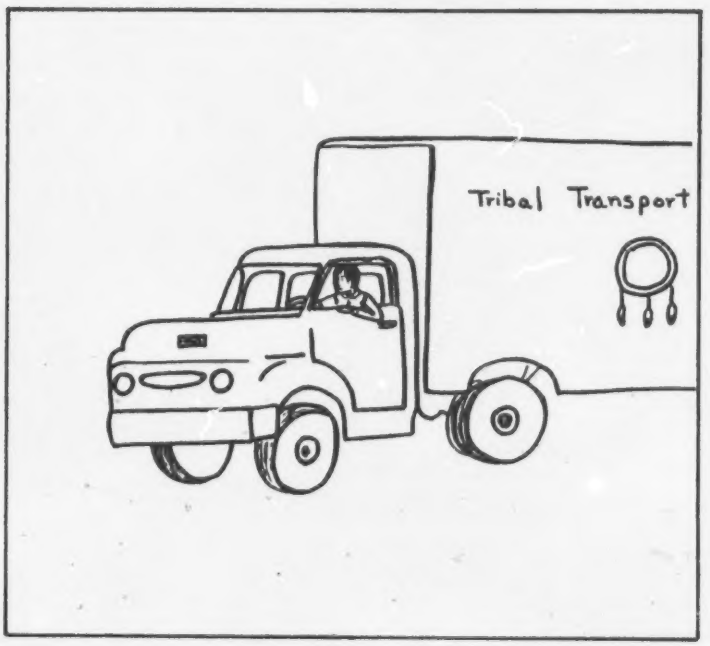
The learner will become aware of the contributions of sign painters to the Indian society.

The learner will know the media required for the work of a sign painter.

The learner will become aware of job opportunities available for sign painters in Indian related fields.

CLUSTER: TRANSPORTATION

CAREER: TRUCK DRIVER



Learner Objectives:

The student will know the importance of transportation services for local industry on the reservation.

The student will be familiar with the qualifications of a truck driver.

The student will have some knowledge of the different types of trucks that truck drivers operate.

The student will identify at least (3) different kinds of cargo that truck drivers haul.

The student will know the duties required in the work of a truck driver.

The student will understand that the driving regulations for a truck driver are different than for ordinary operators.